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ABSTRACT

An instructor's manual and student activity guide on wardrobe coordination are provided in this set of prevocational education materials which focuses on the vocational area of distributive education (fashion merchandising). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight periods), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a clothing designer, merchandise manager, custom tailor, and dressmaker conclude the document. (JH)

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ED169365

DISTRIBUTIVE EDUCATION--FASHION MERCHANDISING
WARDROBE COORDINATION

Kit No. 76

INSTRUCTOR'S MANUAL

Prepared by

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State Department of Education
Office of Vocational Education
Prevocational Education
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In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

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TITLE OF ACTIVITY

Kit No. 76, Distributive Education – Fashion Merchandising, Wardrobe Coordination

DURATION

Main Activity: 2 – 4 periods
Follow-up Activity: 3 – 4 periods

GOALS

The student will learn the basic vocabulary in wardrobe coordination.

The student will understand how to match separates to create an outfit.

The student will understand how to create many outfits from a few separates.

The student will learn the appropriateness of various outfits for school, work and dress.

The student will learn to select accessories for outfits according to where the outfit will be worn.

INSTRUCTIONAL OBJECTIVES

Given a list, the student will match the six correct terms and definitions basic to wardrobe coordination.

Given work sheets, the student will select from 8 – 10 separates to create four outfits.

Given the same separates, the student will create an additional four outfits.

Given a selection of separates, the student will correctly coordinate outfits appropriate for casual, career and dress wear.

Given a work sheet, the student will select different accessories for the same outfit appropriate for casual wear and dress wear.

VOCATIONAL CLUSTERS

Home Economics

ACTIVITY IMPLEMENTATION

A. Description

This activity will teach students to coordinate their individual wardrobe. The student will mix and match separates and add accessories to create many outfits from only a few separates.

B. Safety

Advise students of the importance of using sharp-edged scissors cautiously and properly.

C. Materials

1. Audio Visual Equipment:

   None

2. Technical Equipment:

   None

3. Expendable Materials:

   300 index cards, 3 x 5 inch (7.6 x 12.7 cm)
   10 bottles of glue
   25 pairs of scissors

D. Preparation Prior to Class

If you are not familiar with this activity, you should read through the student activity guide to become acquainted with the tasks involved.

Arrange to have sufficient desks or tables for students to spread out their work without being severely cramped.

At each station, place the following items:

1 pair scissors
10 – 12 index cards, 3 x 5 inch (7.6 x 12.7 cm)
1 Student Learning Activity Guide

At the instructor's desk, place the following items:

work sheets
checkpoint sheets
glue

E. During Class Sessions

Introduction

How well coordinated is the clothing you now own? One responsibility of a fashion coordinator is to advise sales personnel on mixing and matching apparel and accessories to help consumers stretch their wardrobe budget.

With a little creativity and imagination you can apply this to your personal use and more than double your wardrobe. This is also useful when considering which new purchase you should make.

This activity will teach you to mix and match separates to create many outfits from only a few separates.

On your desk is the Student Learning Activity Guide and equipment you will need to start learning about wardrobe coordination.

Follow the directions in the booklet and when you need a checkpoint sheet or work sheet come to the instructor's desk.

To Instructor

You should be available to help students when needed. Check to make sure they have the correct number of outfit cards at the end of each objective.

Stress to students that the unit includes apparel for males and females. Female students may choose to coordinate male apparel and vice versa.

F. Follow-up Activities

1. Using the VIEW Fact Sheet students should report on at least one of the following occupations:
   A. Department Store Manager
   B. Designer
   C. Dressmaker
   D. Fashion Coordinator
   E. Merchandise Manager
   F. Tailor
2. Using colored pencils, color coordinate all ten outfits.
3. Contact a buyer or fashion coordinator from a local department store to come and talk on wardrobe coordination.
4. Contact a buyer or fashion coordinator from a local department store to give a slide presentation on current fashions.
5. Have students look through magazines, draw, etc, and select five separates they consider a good purchase for their personal wardrobe.
6. Have students select from magazines, draw, etc, an outfit and accessories appropriate for a job interview, school, date, formal, etc.
7. Have students take a personal inventory of their wardrobe to find out new ways of mixing and matching their present separates and accessories.

ANSWER KEY

Checkpoint, Objective I

1.	consumer	4.	outfit
2.	wardrobe	5.	accessories
3.	separates	6.	coordinate

MASTERS FOR DUPLICATION

1. VIEW Fact Sheet
2. Checkpoint, Objective I
3. Work sheets, Objective II
4. Work sheets, Objective III
5. Work sheets, Objective V
6. Answer Sheets, Checkpoint V

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

C

CHECKPOINT, OBJECTIVE I

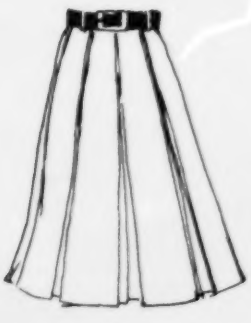
Directions: Complete the following by filling in the blank with the correct answer.

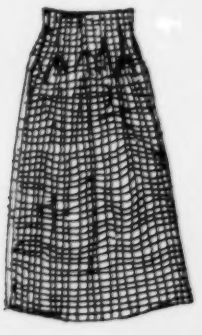
consumer	separates	wardrobe
accessories	outfit	coordinate

1. A _____ is one who buys goods or services.
2. A person's complete collection of clothing is called a _____ .
3. Articles of clothing such as pants, skirts, sweaters, which can be worn in various combinations are called _____ .
4. Items of clothing worn together for a total look are called an _____.
5. _____ are extras added to an outfit, such as a scarf.
6. The ability to mix and match clothing to create a pleasing look to the eye is to _____ .

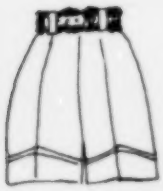
Check with your instructor for the answers to Objective I. If you answered all six items correctly, go on to Objective II. If you answered five or less, redo the steps and the checkpoint.

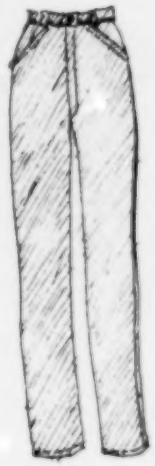
Work Sheet
Objective II – 1

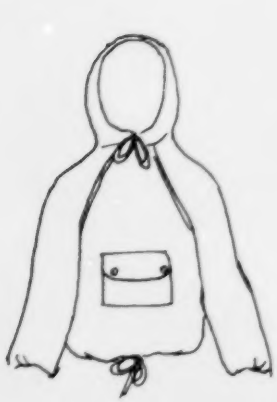




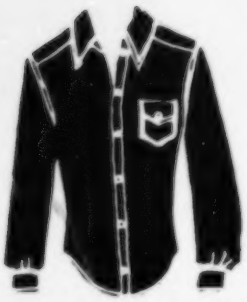
Work Sheet
Objective II – 2

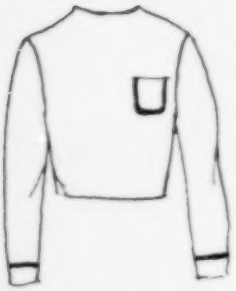


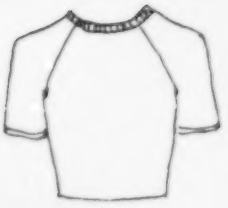


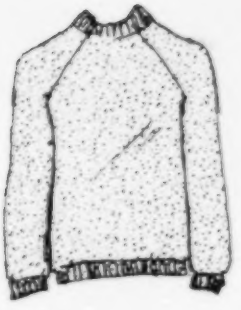


Work Sheet
Objective II – 3









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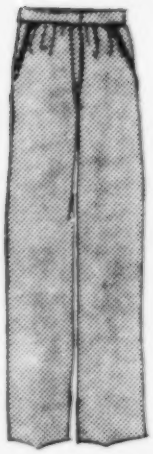
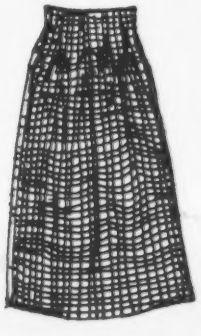
Objective II – 4



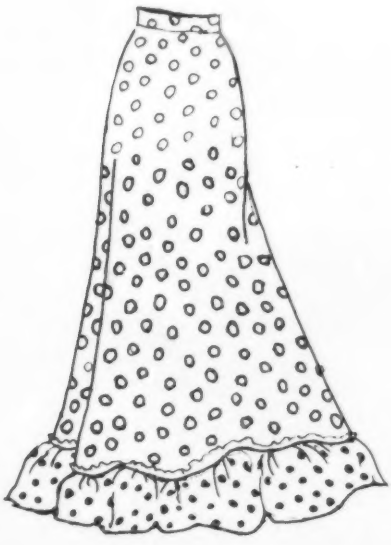
Work Sheet
Objective II – 5

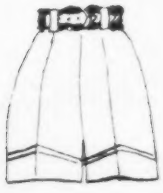
Work Sheet
Objective III – 1

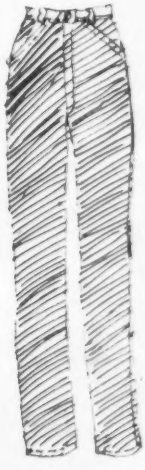


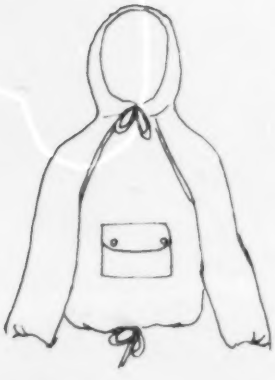
Work Sheet

Objective III – 2

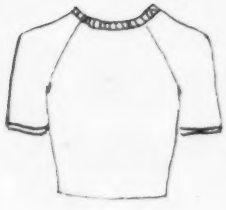


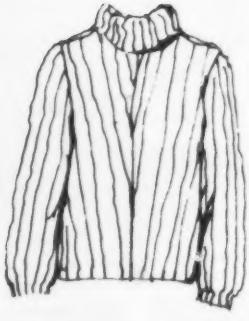


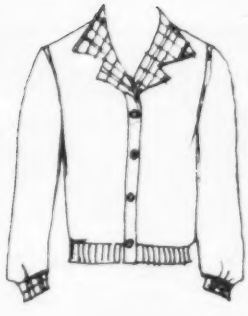


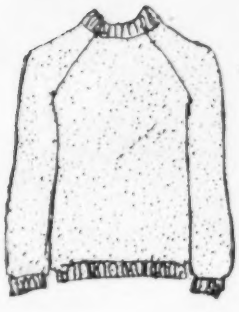


Work Sheet
Objective III – 3

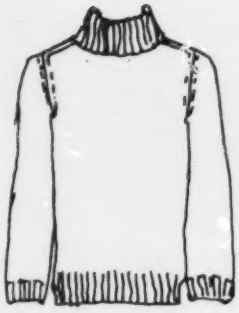


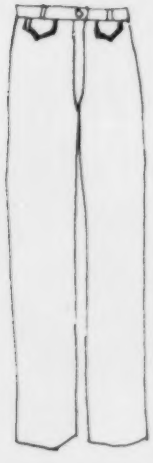






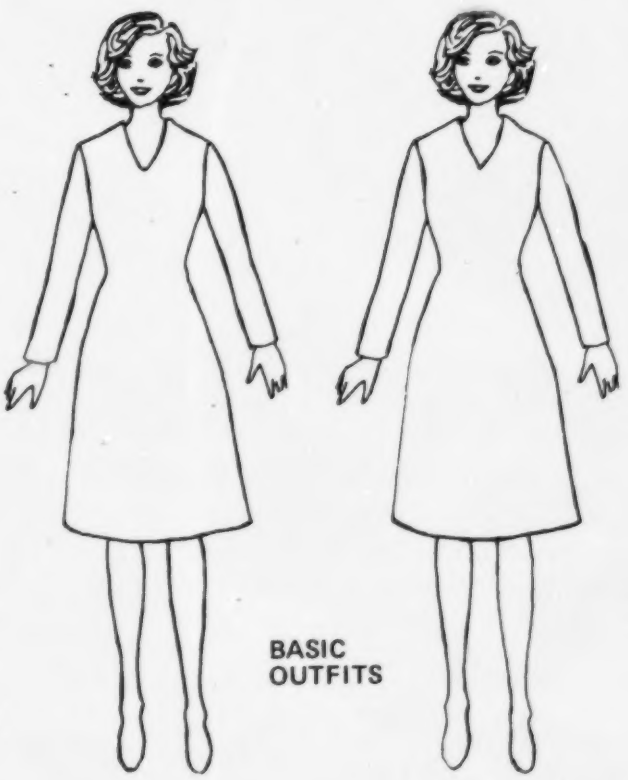
Work Sheet
Objective III – 4





Work Sheet
Objective III – 5

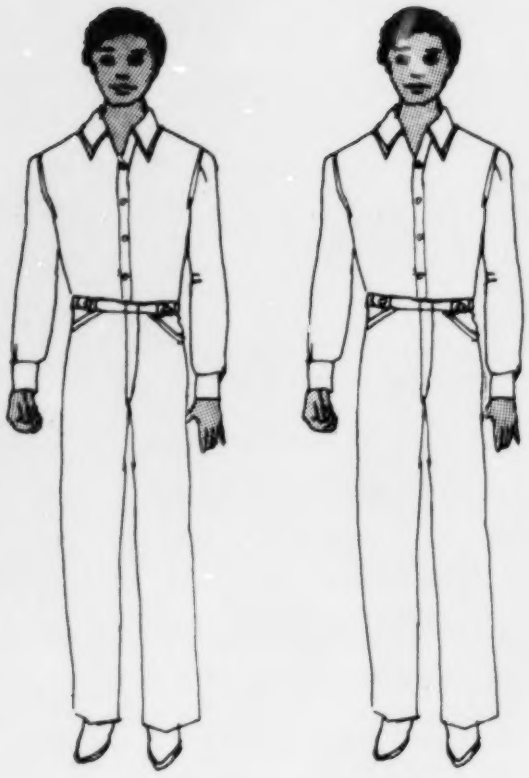
Work Sheet
Objective V – 1



SLACKS

JACKET

Work Sheet
Objective V – 2

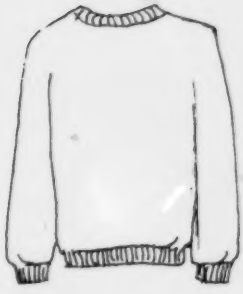


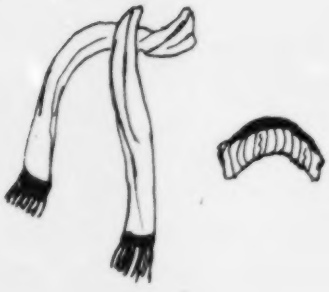
BASIC OUTFIT

BOOTS

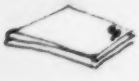
WING TIPS

LOAFERS

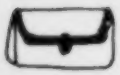




HANDKERCHIEF



Answer Sheet
Checkpoint V – 1



1. CASUAL
2. DRESS

1. DRESS

1. CASUAL

1. CASUAL

1. CASUAL
2. DRESS

1. DRESS

1. CASUAL

SHAWL

1. CASUAL
2. DRESS

1. CASUAL
2. DRESS

NECKLACE

1. CASUAL
2. DRESS

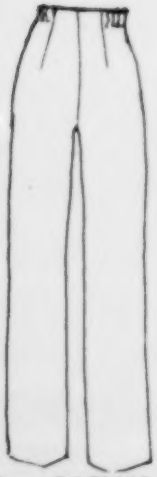
1. DRESS

1. CASUAL

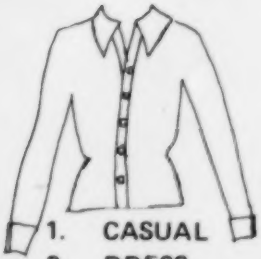
1. CASUAL
2. DRESS

1. CASUAL
2. DRESS

1. CASUAL
2. DRESS



1. CASUAL



1. CASUAL
2. DRESS

1. CASUAL

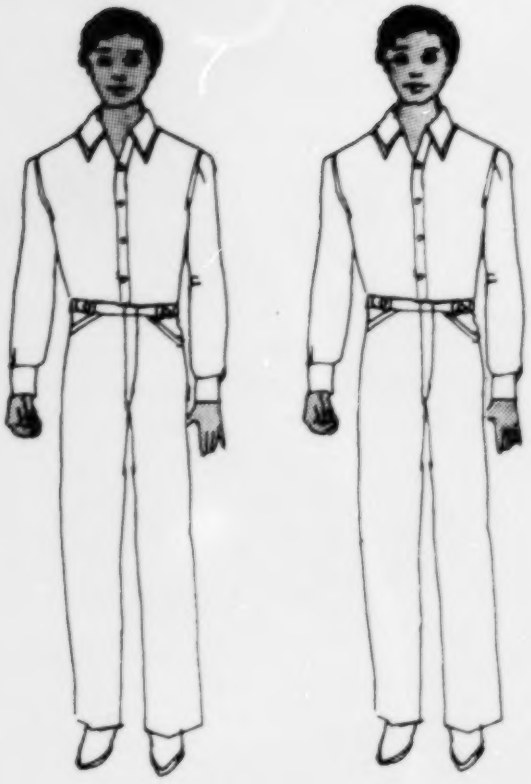
1. CASUAL

1. CASUAL
2. DRESS

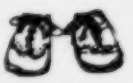
DAYTIME

NIGHTTIME

Answer Sheet
Checkpoint, Objective V – 2



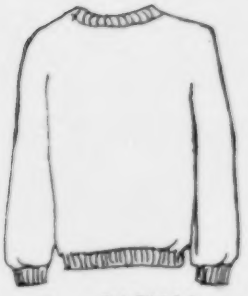
1. CASUAL



1. DRESS

1. CASUAL
2. DRESS

1. CASUAL



1. CASUAL

1. CASUAL

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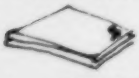
HANDKERCHIEF



1. DRESS

21

DISTRIBUTIVE EDUCATION--FASHION MERCHANDISING
WARDROBE COORDINATION

Kit No. 76

STUDENT

LEARNING ACTIVITY GUIDE

Prepared by

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Office of Vocational Education
Prevocational Education
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In Cooperation With

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1978

CE 020 550

INTRODUCTION

How well coordinated is the clothing you now own? One responsibility of a fashion coordinator is to advise sales personnel on mixing and matching apparel and accessories to help consumers stretch their wardrobe budget.

With a little creativity and imagination you can apply this to your personal use and more than double your wardrobe. This is also useful when considering which new purchase you should make.

In this activity, you will learn how to mix and match separates and accessories to create many outfits from only a few separates.

GOALS

The student will learn the basic vocabulary in wardrobe coordination.

The student will understand how to match separates to create an outfit.

The student will understand how to create many outfits from a few separates.

The student will learn the appropriateness of various outfits for school, work, and dress.

The student will learn to select accessories for outfits according to where the outfit will be worn.

DIRECTIONS

Start by reading Objective I and then follow the steps to complete the objective.

Complete the checkpoint before going on to the next objective.

If you cannot complete the checkpoint, redo the steps and try again before asking for help.

Do not make any marks in the programmed text.

MATERIALS

1 Student Learning Activity Guide
8 – 10 index cards, 3 x 5 inch (7.6 x 12.7 cm)
1 pair of scissors

PROGRAMMED TEXT

Instructional Objective I

Given a list, the student will match the six correct terms and definitions basic to wardrobe coordination.

STEP 1 – Read the following wardrobe coordination profile.

Wardrobe Coordination Profile

Basically wardrobe coordination is learning to mix and match an outfit which is pleasing to the eye.

This relates to the fashion coordinator of a store, a buyer in a store and to the consumer. The fashion coordinator and buyer are responsible for all departments having matching clothing and accessories available to the consumer. They should make sure that if a person is buying a pair of shoes from the shoe department, he/she can also purchase a matching belt or a matching carrying case from the luggage department. Otherwise, the store could lose a sale because the consumer may choose to look elsewhere to purchase all three items.

As consumers, the purchasers of goods and services, we are concerned with stretching our wardrobe to its maximum.

There are several basics to remember:

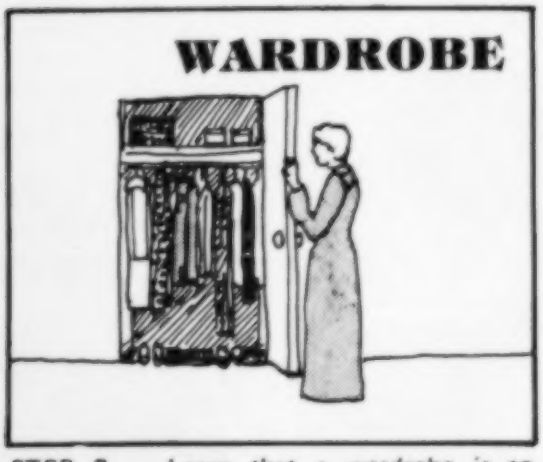
- Learn which separates can be worn separately and together. Separates are your shirts, blouses, pants, skirts, sweaters, etc.

- Choose your accessories to create different looks for different occasions. Accessories are extras such as scarfs, shoes, bags, ties, handkerchiefs, etc.

- Choose one basic color good for you and buy accordingly.

If you follow these basics you will be successful in coordinating your wardrobe into attractive outfits.

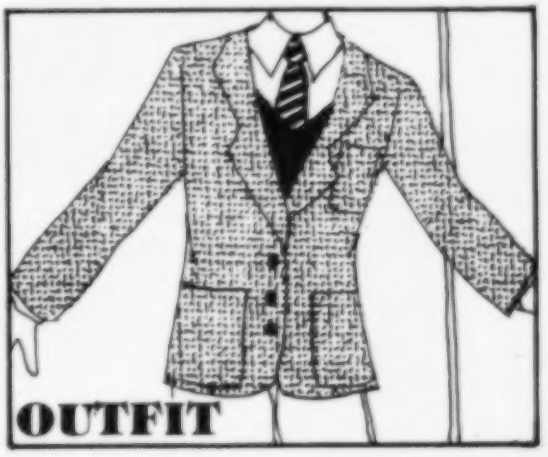
STEP 2 – Understand that the consumer is the purchaser or the one who buys goods or services.



STEP 3 – Learn that a wardrobe is an individual's complete collection of clothing.

STEP 4 – Remember separates are items of clothing such as pants, skirts, blouses, sweaters, etc.

STEP 5 – Accessories are extras added to an outfit such as scarf, shoes, handbag, tie and others.



STEP 6 – Items of clothing worn together for a total look are called an outfit.

STEP 7 – To coordinate your wardrobe is the ability to mix and match clothing and accessories to create a pleasing appearance.

Check Point

Get the handout for the checkpoint for Objective I from your instructor.

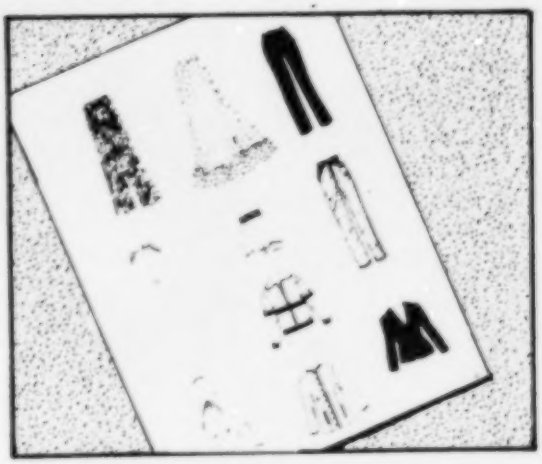
Without looking at the programmed text, fill in the blanks with the correct answers.

After you have filled in the blanks, go back to your instructor and ask to check your answers.

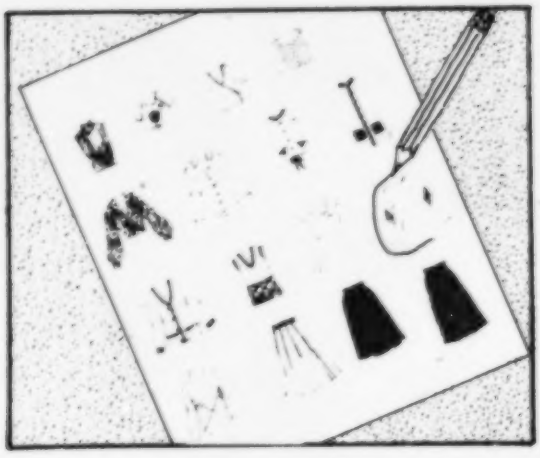
If your answers are correct, go on to the next objective. If you missed any answers, redo the steps and the checkpoint.

Instructional Objective II

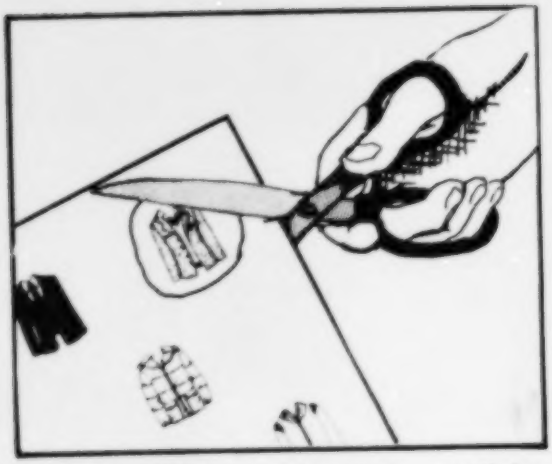
Given work sheets, the student will select from 8 – 10 separates to create four different outfits.



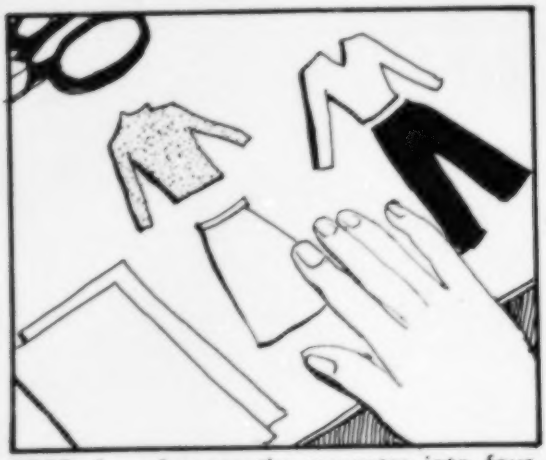
STEP 1 – Go to the instructor and obtain the work sheets labeled Objective II.



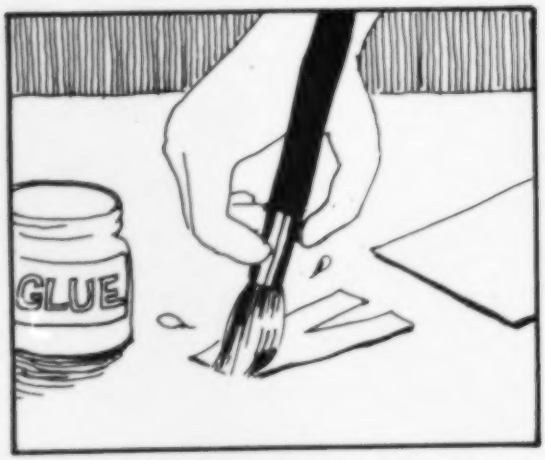
STEP 2 – Study the work sheets and select any 8 – 10 separates to create four different outfits.



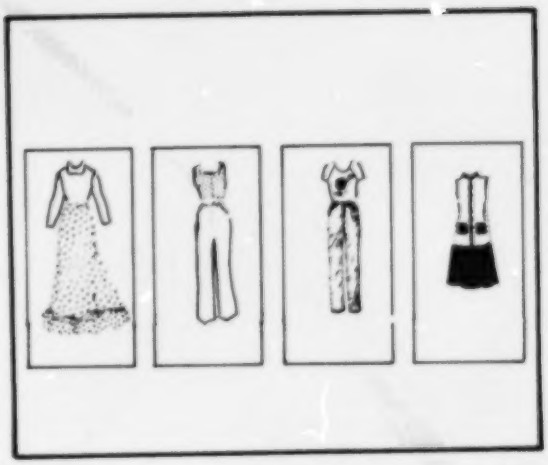
STEP 3 – Using your scissors, cut out all the separates you have chosen to use. Please be careful with scissors.



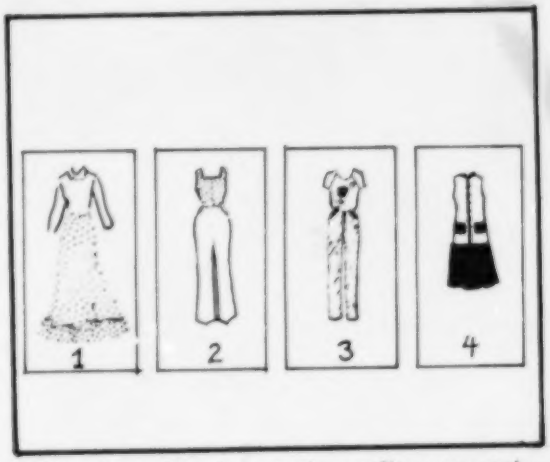
STEP 4 – Arrange the separates into four different outfits.



STEP 5 – Paste each outfit on a separate 3 x 5 inch (7.6 x 12.7 cm) index card.



STEP 6 – Lay out all four outfit cards on the table.



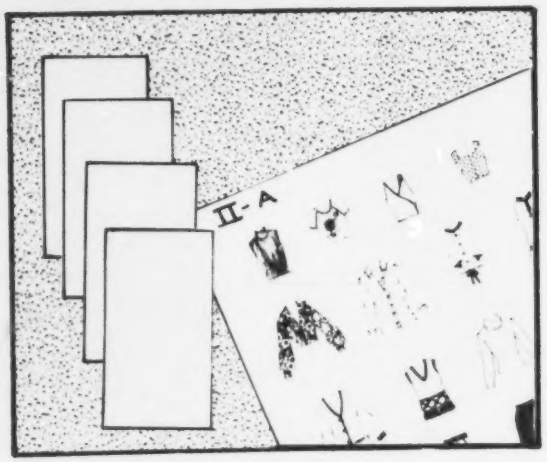
STEP 7 – Number each outfit separately beginning with number 1 to number 4.

Check Point

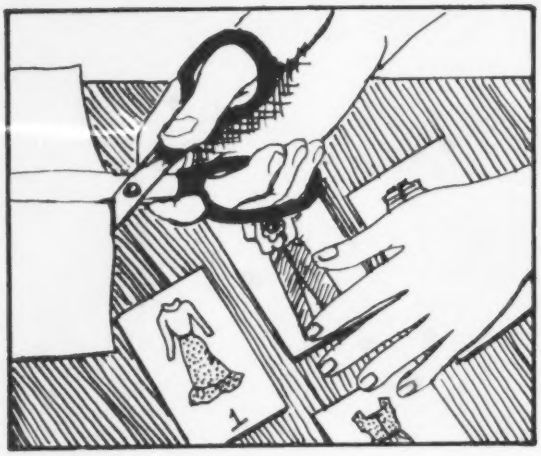
Have your instructor check to see that you have four outfit cards.

Instructional Objective III

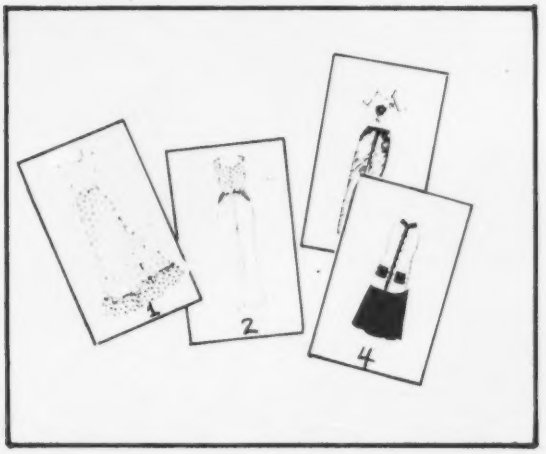
Given the same separates from the previous four outfits, the student will create an additional four outfits.



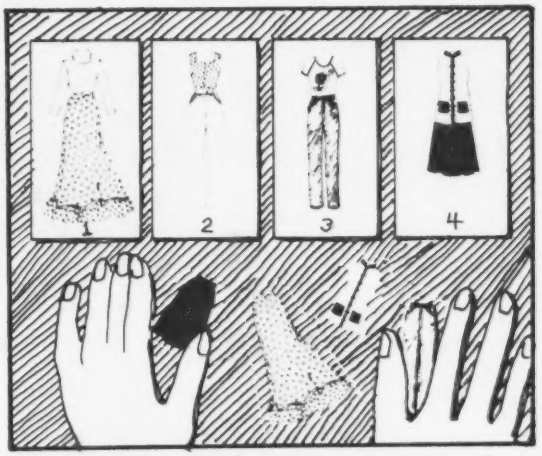
STEP 1 – Go to the instructor and obtain work sheets labeled Objective III.



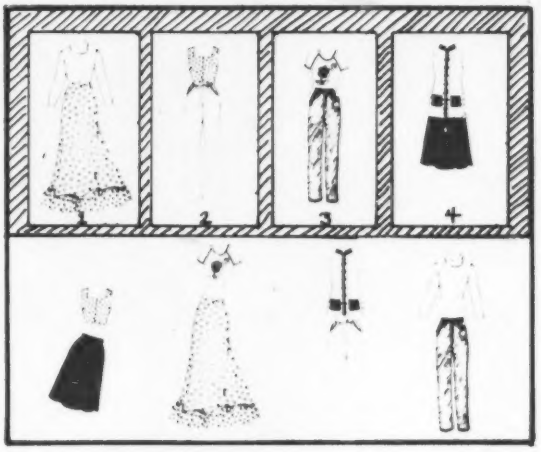
STEP 2 – Using your scissors, cut out the identical separates you used earlier. Be careful with scissors.



STEP 3 – Arrange your previously completed four outfit cards in front of you.



STEP 4 – Arrange the separates to create four more outfits entirely different from the finished outfit cards.



STEP 5 – Study your outfit cards to make sure that all eight outfits are different.

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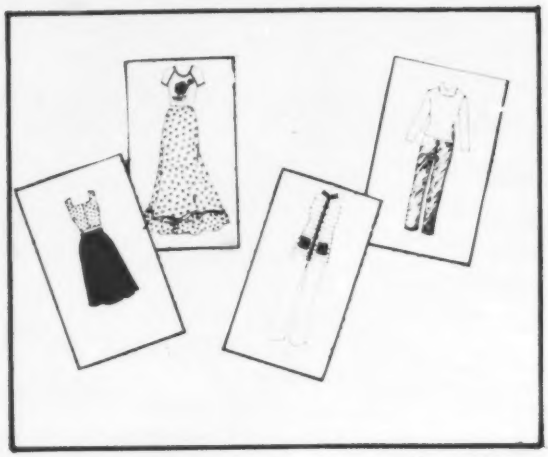
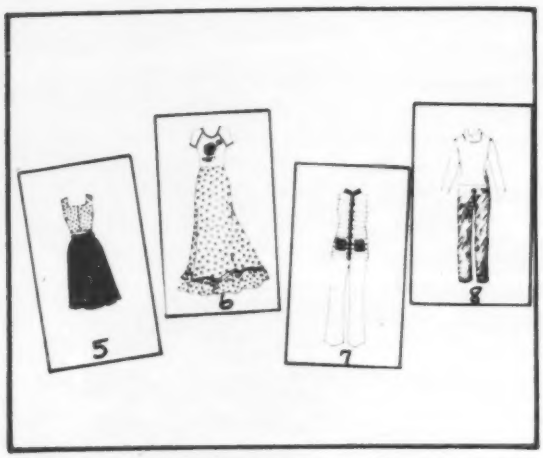
STEP 6 — Paste each outfit onto a separate 3 x 5 inch (7.6 x 12.7 cm) index card.



STEP 7 — Lay your new four outfit cards on the tabletop.



STEP 8 — Number each outfit separately beginning with number 5 through 8.

Check Point

Have your instructor check to see that you have eight different wardrobe outfit cards.

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Instructional Objective IV

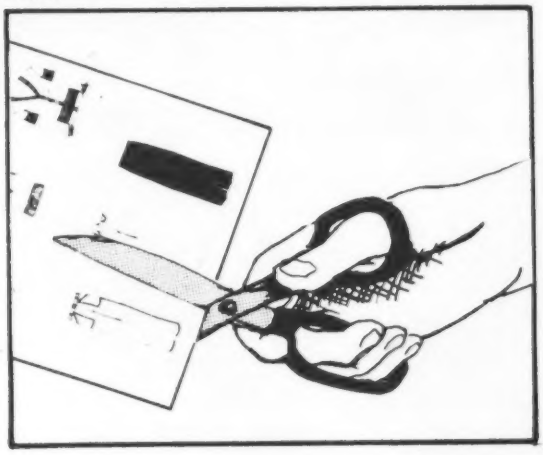
Given a selection of separates, the student will correctly coordinate outfits appropriate for casual, career and dress wear.

STEP 1 – Observe that casual wear consists of clothing that would be appropriate for school, home, and informal gatherings. Clothing such as jeans, slacks, sweaters, etc, are appropriate for such an occasion.

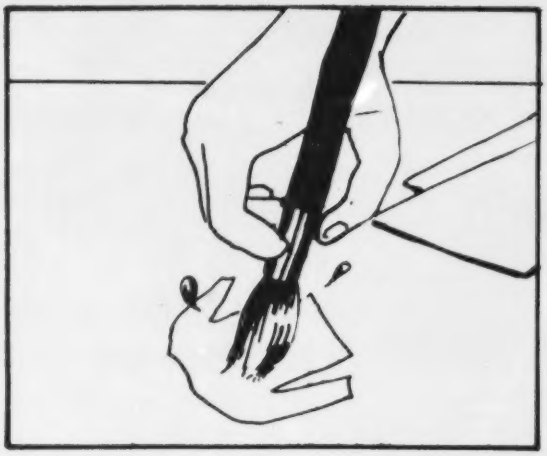
STEP 2 – Career clothing should be basic in style. Avoid extremes in color, length, styles, etc.

STEP 3 – Dress clothes often have fancy trims, buttons, formal fabrics, etc.

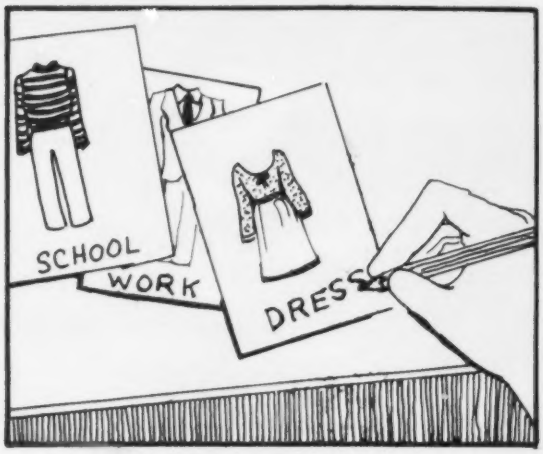
STEP 4 – Using the remaining cutouts, select and match separates to complete an outfit appropriate for each – school, work, and dress.



STPE 5 – Using your scissors, cut out your choice for each outfit.



STEP 6 – Glue each of your outfits onto a separate 3 x 5 inch (7.6 x 12.7 cm) index card.



STEP 7 – Label each outfit as to where it is appropriate to be worn – school, work, or dress.

Check Point

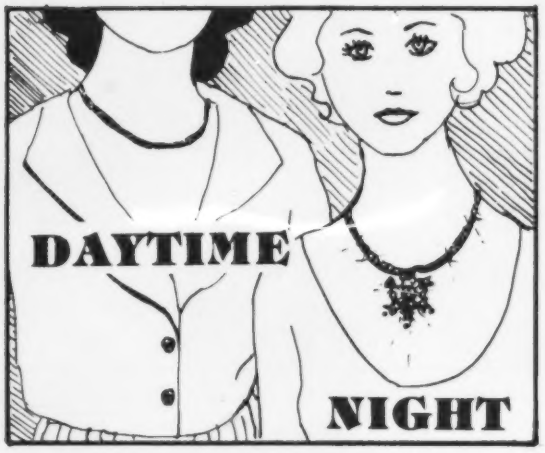
Label each of your original eight outfits either school, work, or dress according to where they can appropriately be worn.

Have your instructor check your cards.

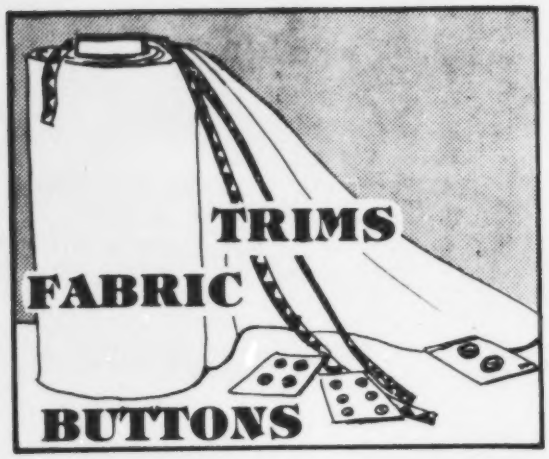
Instructional Objective V

Given a work sheet, the student will select different accessories for the same outfit appropriate for casual wear and dress wear.

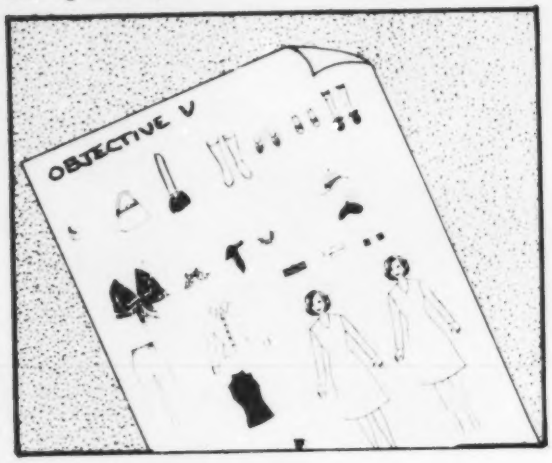
STEP 1 – Accessories such as scarfs, necklaces, ties, shoes, etc., add interest to any outfit.



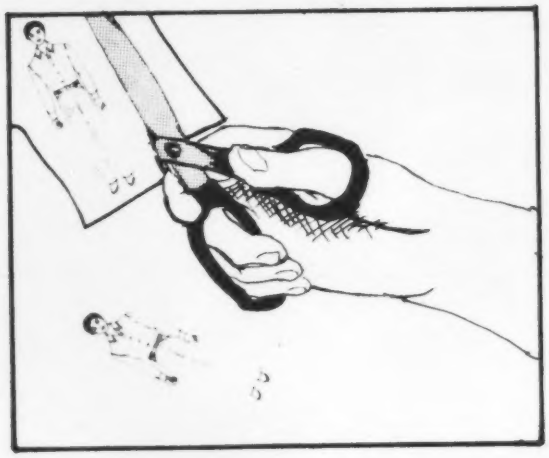
STEP 2 – Some accessories suggest daytime wear and others evening wear.



STEP 3 – The type of fabric, buttons, trims, etc, are more elaborate in the evening than during the day.

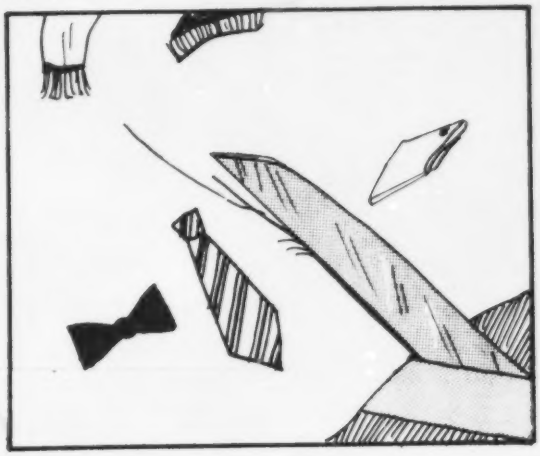


STEP 4 – Go to your instructor and obtain the work sheet labeled Objective V.

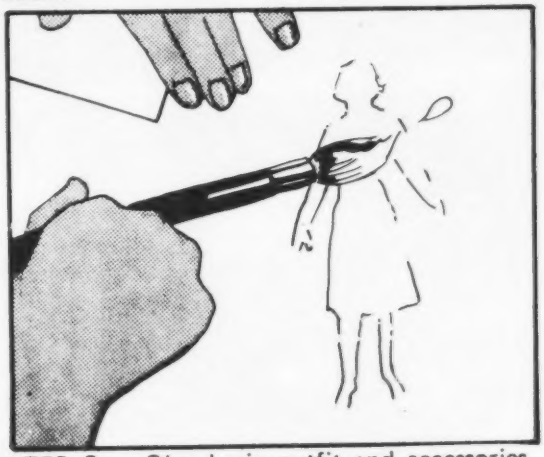


STEP 5 – Cut out the two basic outfits from the work sheet.

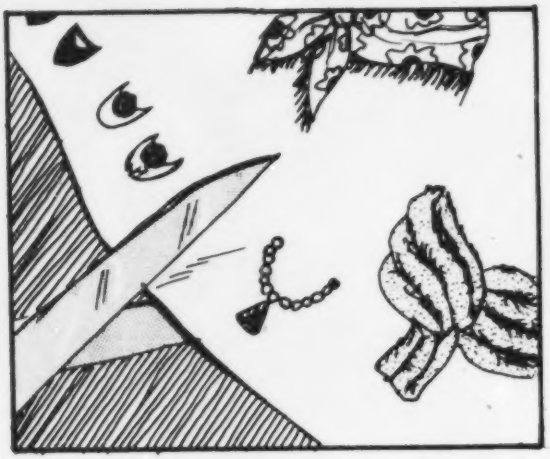
STEP 6 – Select which accessories you wish to use to create one casual outfit and one dress outfit.



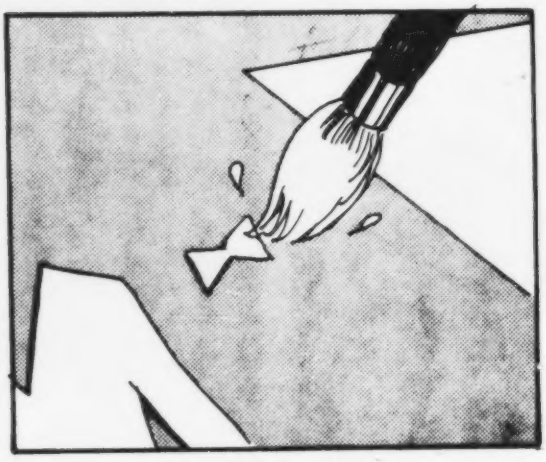
STEP 7 – Using your scissors, cut out your chosen accessories to complete your casual outfit.



STEP 8 – Glue basic outfit and accessories for your casual outfit on a 3 x 5 inch (7.6 x 12.7 cm) index card.



STEP 9 – Cut out accessories to complete your dressy outfit.



STEP 10 – Glue basic outfit and accessories for your dressy outfit on a 3 x 5 inch (7.6 x 12.7 cm) index card.

STEP 11 – Label each card either casual or dressy.

Check Point

Get the handou for the checkpoint for Objective V from your instructor.

Each accessory from your work sheet is labeled appropriately as casual or dress.

Check to see if your accessories were used to complete your casual outfit or dressy outfit.

Some accessories may be used for both casual and dress.

142.061-018 CLOTHES DESIGNER (profess. & kin.) fashion designer.

Designs men's, women's, and children's garments, shoes, and handbags: Analyzes trends and predictions, confers with sales and management executives, compares leather, fabrics, and other apparel materials, and integrates findings with personal interests, tastes, and knowledge of design to create new apparel designs. Sketches rough and detailed drawings of apparel and writes specifications describing factors, such as color scheme, construction, and type of material to be used. Confers with and coordinates activities of workers who draw and cut patterns and construct garments to fabricate sample garment. Examines sample garment on and off model and modifies or alters design as necessary to achieve desired effect. May draw garment or shoe pattern, using measuring and drawing instruments. May cut pattern. May construct sample, using standard sewing equipment. May arrange for showing of sample garments at sales meetings or fashion shows. May attend fashion and fabric shows to observe new fashions and materials. May be identified according to specific group designed for as men, women, or children; and areas of specialization, such as sportswear, coats, dresses, suits, lingerie, or swimwear. May design custom garments for clients and be designated CUSTOM GARMENT DESIGNER (ret. tr.). May conduct research and design authentic period, country, or social class costumes to be worn by motion picture, television, concert, stage, and other media performers and be designated COSTUME DESIGNER (profess. & kin.). Workers who perform similar duties to design, copy, or modify clothing accessories are designated according to article designed such as HANDBAG DESIGNER (leather prod.); HAT DESIGNER (hat & cap); and SHOE DESIGNER (boot & shoe).

185.167-034 MANAGER, MERCHANDISE (ret. tr.; whole. tr.) director, merchandise.

Formulates merchandising policies and coordinates merchandising activities in wholesale or retail establishment: Determines mark-up and mark-down percentages necessary to insure profit, based on estimated budget, profit goals, and average rate of stock turnover. Determines amount of merchandise to be stocked and directs buyers in purchase of supplies for resale. Consults with other personnel to plan sales promotion programs.

785.261-014 CUSTOM TAILOR (garment; per. ser.; ret. tr.) made-to-measure tailor; tailor.

Develops, designs and makes tailored garments, such as suits, topcoats, overcoats, and other dress clothing, applying principles of garment design, constructions, and styling: Confers with customer to determine type of material and garment style desired. Measures customer for size and records measurements for use in preparing patterns and making garment. Develops designs for garments or copies existing designs. Draws individual pattern for garment or alters standard pattern to fit customer's measurements. Outlines patterns of garment parts on fabric and cuts fabric along outlines, using scissors. Assembles garments, sewing padding to coat fronts, lapels, and collars to give them shape and joining garment parts with basting stitches, using needle and thread or sewing machine. Fits basted garment on customer and marks areas requiring alterations. Alters garment and joins parts, using needle and thread or sewing machine. Sews buttons and buttonholes to finish garment. May press garment [PRESSER, HAND (any ind.); PRESSER, MACHINE (any ind.)]. May supervise activities of other workers in tailoring shop. May specialize in making garments and be designated accordingly as COAT TAILOR (garment). May perform specific tasks in tailor shop and be designated as COAT FITTER (garment); TRY-ON BASTER (garment).

785.361-010 DRESSMAKER (any ind.)

Makes women's garments, such as dresses, coats, and suits, according to customer specifications and measurements: Discusses with customer type of material, pattern, or style to be used in making garment. Measures customer to determine modification from pattern, using tape measure. Positions and pins pattern sections, such as collar, sleeve, or waist, on fabric, and

cuts fabric with scissors following pattern edge. Pins or bastes together fabric parts in preparation for final sewing. Sews fabric parts by hand or operates single-needle sewing machine that joins fabric parts to form garment. Sews felling stitch in hem of garment by hand to conceal thread. Presses garment, using hand iron, to smooth seams and remove wrinkles [PRESSER, HAND (any ind.)]. May draft standard pattern according to measurements of customer and adapt pattern to obtain specified style. May make garment according to picture furnished by customer.